

## PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)

Literacy PERKS on the Nine Elements of Comprehensive Schoolwide Literacy Programs

- **Defining Literacy** - Literacy includes, reading, writing, and the creative and analytical acts involved in producing and comprehending text. --from *Read to Succeed: Kentucky's Literacy Plan*, developed by the Kentucky Literacy Partnership, June 2002
- **Using Literacy PERKS** - Literacy PERKS is designed for use by school, district, and state-level reviewers. While the Nine Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the indicators below each Element do not correspond to the SISI indicators. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a schoolwide literacy plan (see section nine).
- **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

DATA SOURCES	DATA SOURCES	DATA SOURCES
<b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan

- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)
- **Connecting to Kentucky Documents** - The Nine Elements of Comprehensive Schoolwide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.

<b>ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs</b>	<b>STANDARDS</b>  <b>Standards and Indicators for School Improvement</b>	<b>CONDITIONS FOR READING SUCCESS</b> <b>Read to Succeed:</b> <i>Kentucky's Literacy Plan</i>
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<b>Aligned Curriculum</b>	<b>ACADEMIC PERFORMANCE</b> Standard 1 – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	Content area reading instruction in all academic areas (#3).
<b>Multiple Assessments</b>	Standard 2 – Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels (#2).
<b>Instruction and Targeted Intervention</b>	Standard 3 – Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6).
<b>Literate Environment</b>	<b>LEARNING ENVIRONMENT</b> Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life (#4).
<b>School/ Family/Community Partnerships</b>	Standard 5 – Student, Family, and Community Support The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	Supportive, participating families that value reading (#1).
<b>Professional Development</b>	Standard 6 – Professional Growth, Development, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning	Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas (#7).

<b>ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs</b>	<b>STANDARDS</b>  <b>Standards and Indicators for School Improvement</b>	<b>CONDITIONS FOR READING SUCCESS</b> <b>Read to Succeed:</b> <i>Kentucky's Literacy Plan</i>
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	<b>EFFICIENCY</b> Standard 7 – Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8).
<b>Valuable Resources</b>	Standard 8 – Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.	Adequate time devoted directly to the teaching of reading (#5).
<b>Literacy Plan</b>	Standard 9 – Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	

**Continue**

## Literacy PERKS : Aligned Curriculum

<b>SIS/ Standard 1 – Curriculum:</b> The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards. <b>While <i>Aligned Curriculum</i> relates to SIS/ Standard 1, the indicators below do not correspond directly to the SIS/ indicators.</b>	<b>Conditions for Reading Success #3:</b> Content-area reading instruction in all academic areas.
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<b>ALIGNED CURRICULUM INDICATORS</b> <i>Provide data that indicate the extent to which the curriculum . . .</i>	<b>SCHOOL DATA SOURCES</b>
1.1 aligns with <b>KY’s Program of Studies, Core Content for Assessment, Academic Expectations, Transformations: Kentucky’s Curriculum Framework and Performance Level Descriptions.</b>	
1.2 allows for <b>continuous progress</b> for all students and meets the students’ individual needs through a <b>differentiated curriculum</b> (e.g., <b>learning styles, developmental variations, culturally-responsive curriculum</b> ).	
1.3 allows for student conversation (e.g., <b>literature circles, book clubs, author studies</b> ) around a variety of texts to help students construct meaning.	

<b>DATA SOURCES</b> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>DATA SOURCES</b> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan
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## Literacy PERKS : Aligned Curriculum

<b>ALIGNED CURRICULUM INDICATORS</b> <i>Provide data that indicate the extent to which the curriculum . . .</i>	<b>SCHOOL DATA SOURCES</b>	
1.4 blends the five strands of reading, writing, speaking/listening/observing, <b>inquiry</b> , and technology-as-communication in order to build a wide range of literacy experiences for a variety of authentic purposes and audiences (e.g., writing to learn, writing to demonstrate learning, and writing for authentic purposes and audiences).		
1.5 connects to local needs and opportunities.		
1.6 develops students' abilities to identify and apply a variety of appropriate reading strategies to make sense of a variety of print and <b>non-print texts</b> (ie., literary, informational, practical/workplace, persuasive) for various authentic tasks.		
1.7 focuses on selected (three to five) reading and writing strategies implemented schoolwide.		
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1.8 guides students' use of available and emerging technology (e.g. <b>KY Virtual Library, Ky Virtual High School</b> ) to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes and audiences.		
1.9 includes <b>reading that is reflective of types of writing</b> expected (e.g., literary, informational, persuasive, and practical/workplace). [703 KAR 5:010]		
1.10 includes students' use of the <b>reading and writing process</b> and application of these processes for effective reading and writing development over time.		
1.11 includes students' use of writing process and <b>application of the criteria</b> for effective writing in various situations.		
<p style="text-align: center;"><b>DATA SOURCES</b></p> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<p style="text-align: center;"><b>DATA SOURCES</b></p> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<p style="text-align: center;"><b>DATA SOURCES</b></p> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan

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1.12 includes writing for a variety of purposes (e.g., writing to learn, writing to demonstrate learning) and audiences (e.g., writing for authentic purposes and audiences).			
1.13 is aligned and articulated <b>horizontally</b> and <b>vertically</b> within the school and vertically with other schools in the district to provide a fluid transition from class-to-class, grade-to-grade, and school-to-school.			
1.14 is assessed by <b>formal</b> (e.g., tests, on demand writing, writing portfolio) and <b>informal</b> (e.g., dialog journal entry, reading response, journal, retellings, running records, checklists, anecdotal records, conferencing) evaluation techniques.			
1.15 is challenging and develops students' abilities to <b>think critically at high levels</b> .			
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1.16 is student-centered and allows for opportunities to extend the curriculum through <b>inquiry-based projects</b> (e.g., webquests, student-generated projects).	
1.17 is a systematic process for monitoring, evaluating, and reviewing the curriculum.	
1.18 allows students to demonstrate learning through <b>varied and differentiated assessments</b> allow students to demonstrate learning.	
1.19 reflects <b>collaboration</b> among language arts and content-area teachers.	

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## Literacy PERKS : Multiple Assessments

<p><b>SISI Standard 2 – Classroom Evaluation/Assessment:</b> The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. <b>While <i>Multiple Assessments</i> relates to SISI Standard 2, the indicators below <span style="color: blue;">do not</span> correspond directly to the SISI indicators.</b></p>	<p><b>Conditions for Reading Success #2:</b> Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels</p>
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<b>MULTIPLE ASSESSMENTS</b> <b>Indicators</b> Provide data that indicate the extent to which .	<b>SCHOOL</b> <b>DATA SOURCES</b>
<p><b>2.1</b> allows for <b>continuous progress</b> for all students and meets students' individual needs through a <b>differentiated curriculum</b> (e.g., <b>learning styles, developmental variations, culturally responsive curriculum</b>).</p>	
<p><b>2.2</b> allows students to demonstrate learning through varied and <b>differentiated assessments</b> .</p>	
<p><b>2.3</b> assessment process includes self-reflection by students as well as informal and formal assessments on their strengths and weaknesses as readers and writers.</p>	

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## Literacy PERKS : Multiple Assessments

<b>MULTIPLE ASSESSMENTS Indicators</b> Provide data that indicate the extent to which . . .	<b>SCHOOL DATA SOURCES</b>		
<b>2.4</b> assessments are designed in a collaborative process ( <b>horizontally</b> and <b>vertically</b> ) and embedded within instruction.			
<b>2.5</b> assessments are designed to measure effective instructional practices.			
<b>2.6</b> assessments directly relate to the <b>Program of Studies, Core Content for Assessment, and Performance Level Descriptions</b> and to the goals of the Literacy Plan.			
<b>2.7</b> CATS scores indicate that the number of novice readers and writers is declining, showing improvement over time.			
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<b>MULTIPLE ASSESSMENTS Indicators</b> Provide data that indicate the extent to which . . .	<b>SCHOOL DATA SOURCES</b>		
<b>2.8</b> Literacy Team members ensure the school has a systematic schedule of assessment.			
<b>2.9</b> Literacy Team members collect evidence that demonstrates students are effectively learning the strategies they have been taught.			
<b>2.10</b> quantitative (e.g., test scores) and qualitative (e.g., student work) data is collected and <b>analyzed</b> for screening and diagnosis of student achievement in relation to literacy goals.			
<b>2.11</b> results of assessment are made available to parents/guardians in a timely fashion.			
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## Literacy PERKS : Multiple Assessments

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<b>2.12</b> results of multiple assessments, both <b>formal</b> and <b>informal</b> , guide instructional decisions and selection of appropriate strategies.	
<b>2.13</b> students have multiple opportunities in different modalities (e.g. oral, written, performance, visual) to demonstrate their abilities before any reading difficulty is diagnosed or intervention is determined.	

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## Literacy PERKS : Instruction & Targeted Intervention

<b>SISI Standard 3 - Instruction:</b> The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve students academic performance. <b>While <i>Instruction &amp; Targeted Intervention</i> relates to SISI Standard 3, the indicators below do not correspond directly to the SISI indicators.</b>	<b>Conditions for Reading Success #6:</b> Engaging instruction in a supportive environment that will motivate students to achieve and to value education
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<b>INSTRUCTION AND TARGETED INTERVENTION Indicators</b> <i>Provide data that indicate the extent to which...</i>	<b>SCHOOL DATA SOURCES</b>
3.1 teachers allow for <b>continuous progress</b> for all students and meet the students' individual needs through <b>differentiated instruction</b> (e.g., <b>learning styles, developmental variations, culturally-responsive teaching</b> ) and materials.	
3.2 teachers allow sufficient <b>uninterrupted</b> time for reading and writing.	
3.3 teachers are prepared to incorporate reading and writing into their instructional practices.	

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INSTRUCTION AND TARGETED INTERVENTION Indicators <i>Provide data that indicate the extent to which...</i>	SCHOOL DATA SOURCES
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3.4 teachers collaborate across grade levels to focus on targeted <b>reading strategies</b> .	
3.5 teachers intentionally connect reading and writing.	
3.6 teachers intentionally format lessons to engage students before, during, and after reading instruction.	

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## Literacy PERKS : Instruction & Targeted Intervention

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3.7 teachers monitor student performance, provide timely feedback, and adjust instruction accordingly.			
3.8 teachers promote a connection of the curriculum to local needs and opportunities.			
3.9 teachers promote the development and application of <b>critical thinking skills</b> .			
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## Literacy PERKS : Instruction & Targeted Intervention

<b>INSTRUCTION AND TARGETED INTERVENTION Indicators</b> <i>Provide data that indicate the extent to which...</i>	<b>SCHOOL DATA SOURCES</b>		
3.10 teachers promote the value of life-long reading and writing.			
3.11 teachers provide <b>explicit instruction</b> on how reading and writing can help them in each content area.			
3.12 teachers provide targeted <b>interventions</b> when necessary.			
<b>DATA SOURCES</b> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - <b>Student Evaluations of Teachers and Course</b>		<b>DATA SOURCES</b> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan



## Literacy PERKS : Instruction & Targeted Intervention

<b>INSTRUCTION AND TARGETED INTERVENTION Indicators</b> <i>Provide data that indicate the extent to which...</i>	<b>SCHOOL DATA SOURCES</b>		
3.13 teachers provide regular opportunities / experiences for students to have conversation about reading and writing in order to help students make meaning of the world around them.			
3.14 teachers provide opportunities for students to engage as active partners in the learning process (e.g., <b>self-selected texts, independent inquiry</b> ).			
3.15 teachers provide opportunities for students to use a variety of technology tools to extend their learning.			
<b>DATA SOURCES</b> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - <b>Student Evaluations of Teachers and Course</b>		<b>DATA SOURCES</b> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan

## Literacy PERKS : Instruction & Targeted Intervention

<b>INSTRUCTION AND TARGETED INTERVENTION Indicators</b> <i>Provide data that indicate the extent to which...</i>	<b>SCHOOL DATA SOURCES</b>		
3.16 teachers revise their instruction based on <b>analysis of student work.</b>			
3.17 teachers use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students' diverse needs.			
3.18 teachers' classrooms are adequately equipped for literacy instruction.			
<b>DATA SOURCES</b> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - <b>Student Evaluations of Teachers and Course</b>	<b>DATA SOURCES</b> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan	

## Literacy PERKS : Instruction & Targeted Intervention

<b>INSTRUCTION AND TARGETED INTERVENTION Indicators</b> <i>Provide data that indicate the extent to which...</i>	<b>SCHOOL DATA SOURCES</b>	
3.19 teachers' instruction balances new learning and review work, supervised class work, and independent homework.		
3.20 teachers' instruction focuses inquiry on essential questions related to <b>Program of Studies, Core Content for Assessment, Academic Expectations, Performance Level Descriptions, and Transformations: Kentucky's Curriculum Framework.</b>		
3.21 teachers' instruction includes students' use of instructional resources and strategies and research tools to access ideas and information in order to learn to communicate ideas for authentic purposes and to accomplish literacy goals.		
<b>DATA SOURCES</b> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - <b>Student Evaluations of Teachers and Course</b>	<b>DATA SOURCES</b> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan

## Literacy PERKS : Instruction & Targeted Intervention

<b>INSTRUCTION AND TARGETED INTERVENTION Indicators</b> <i>Provide data that indicate the extent to which...</i>	<b>SCHOOL DATA SOURCES</b>
3.22 teachers' instruction supports an intentional, balanced approach to literacy.	
3.23 teachers' <b>unit plans</b> are intentional, rigorous, and provide meaningful instructional experiences for students.	

<b>DATA SOURCES</b>	<b>DATA SOURCES</b>	<b>DATA SOURCES</b>
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## Literacy PERKS : LITERATE ENVIRONMENT

<b>SIS/ Standard 4 – School Culture:</b> The school/district functions as an effective learning community and supports a climate conducive to performance excellence. <b>While <i>Literate Environment</i> relates to SIS/ Standard 4, the indicators below do not correspond directly to the SIS/ indicators.</b>	<b>Conditions for Reading Success #4:</b> Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life.
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LITERATE ENVIRONMENT Indicators <i>Provide data that indicate the extent to which . . .</i>	SCHOOL DATA SOURCES
4.1 all teachers value reading and writing as tools to help students understand the content.	
4.2 all teachers demonstrate how their work supports the schoolwide program.	
4.3 all stakeholders take responsibility for improving the literacy performance of students.	

<b>DATA SOURCES</b> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - <b>Student Evaluations of Teachers and Course</b>	<b>DATA SOURCES</b> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan
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## Literacy PERKS : LITERATE ENVIRONMENT

<b>LITERATE ENVIRONMENT Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>
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4.4 the environment is inviting and visually stimulating.	
4.5 informal conversations about literacy experiences occur regularly between adults and students and students and students.	
4.6 the Library Media Center is the center of literacy efforts, reflecting literacy as a priority in the school through various activities (e.g. student readings, posting of student work, book clubs, book fairs).	
4.7 schools provide parents with training on reading aloud to their children and lists of age-appropriate books to read aloud.	

<p style="text-align: center;"><b>DATA SOURCES</b></p> <p><b>I&amp;I</b> -Implementation &amp; Impact Check Plans  <b>CI</b> - Curriculum and Instruction Documents  <b>OB</b> - Classroom &amp;/or Laboratory Observation  <b>PO</b> -Supply Requisitions &amp; Purchase Orders  <b>CP</b>-Sch./Dist. Comprehensive Improvement Plan  <b>TI</b> - Textbook and Other Instructional Materials</p>	<p style="text-align: center;"><b>DATA SOURCES</b></p> <p><b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview  <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas  <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans  <b>SE</b> - <b>Student Evaluations of Teachers and Course</b></p>	<p style="text-align: center;"><b>DATA SOURCES</b></p> <p><b>PORT</b> - Portfolio Analysis  <b>CATS</b> - Assessment Results  <b>SW</b> - Student Work  <b>SYL</b> - Course Syllabi  <b>WEB</b> - School Websites  <b>LP</b> - Lesson Plans  <b>PSP</b> - Program Service Plan</p>
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## Literacy PERKS : LITERATE ENVIRONMENT

<b>LITERATE ENVIRONMENT Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>
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4.8 students have access to appropriate and engaging texts.	
4.9 students hear fluent adults model reading, thinking, and writing.	
4.10 students see adults reading and writing for various purposes.	
4.11 student work is displayed prominently along with rubrics.	

<p style="text-align: center;"><b>DATA SOURCES</b></p> <p><b>I&amp;I</b> -Implementation &amp; Impact Check Plans  <b>CI</b> - Curriculum and Instruction Documents  <b>OB</b> - Classroom &amp;/or Laboratory Observation  <b>PO</b> -Supply Requisitions &amp; Purchase Orders  <b>CP</b>-Sch./Dist. Comprehensive Improvement Plan  <b>TI</b> - Textbook and Other Instructional Materials</p>	<p style="text-align: center;"><b>DATA SOURCES</b></p> <p><b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview  <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas  <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans  <b>SE</b> - <b>Student Evaluations of Teachers and Course</b></p>	<p style="text-align: center;"><b>DATA SOURCES</b></p> <p><b>PORT</b> - Portfolio Analysis  <b>CATS</b> - Assessment Results  <b>SW</b> - Student Work  <b>SYL</b> - Course Syllabi  <b>WEB</b> - School Websites  <b>LP</b> - Lesson Plans  <b>PSP</b> - Program Service Plan</p>
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## Literacy PERKS : School, Family, Community Partnerships

<b>SISI Standard 5 –Student, Family, and Community Support:</b> The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students. <b>While <i>School, Family, Community Partnerships</i> relates to SISI Standard 5, the indicators below do not correspond directly to the SISI indicators.</b>	<b>Conditions for Reading Success (#1):</b> Supportive, participating families that value reading
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<b>SCHOOL, FAMILY, COMMUNITY PARTNERSHIPS Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>
5.1 adults read frequently with students.	
5.2 the community supports literacy through public relations campaigns and provides donations for the purchase of new materials.	
5.3 the community supports reading and writing through employment requirements.	

<b>DATA SOURCES</b> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - <b>Student Evaluations of Teachers and Course</b>	<b>DATA SOURCES</b> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan
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## Literacy PERKS : School, Family, Community Partnerships

<b>SCHOOL, FAMILY, COMMUNITY PARTNERSHIPS Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>
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5.4 the Family Resource and Youth Service Center forms partnerships to bridge the gap between communities and schools.	
5.5 parents and community volunteers are visible and have a key role (e.g., reading aloud, listening to students read, conferencing on reading and writing) in the literacy program.	
5.6 schools establish formal and informal literacy partnerships with families and the private and public sectors of the community to provide training that supports reading and writing.	
5.7 schools include outreach programs to involve representatives of the school's demographics.	

DATA SOURCES	DATA SOURCES	DATA SOURCES
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## Literacy PERKS : School, Family, Community Partnerships

<b>SCHOOL, FAMILY, COMMUNITY PARTNERSHIPS Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>
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5.8 schools involve parents, grandparents, extended family, and guardians.	
5.9 schools involve the wider community – businesses/industries, faith-based organizations, civic organizations or associations, and the private and public sectors.	
5.10 schools publicize activities/literacy events and make information available about <b>community literacy organizations</b> through multiple mediums.	
5.11 schools use Communicating Literacy which provides information, strategies, tips, and guidelines for two-way communication with schools and public/private sectors of the community.	

<b>DATA SOURCES</b> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE - Student Evaluations of Teachers and Course</b>	<b>DATA SOURCES</b> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan
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## Literacy PERKS : School, Family, Community Partnerships

<b>SCHOOL, FAMILY, COMMUNITY PARTNERSHIPS Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>
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5.12 student work is shared in the community.	
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<b>DATA SOURCES</b> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE - Student Evaluations of Teachers and Course</b>	<b>DATA SOURCES</b> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan
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## Literacy PERKS : Professional Development

<b>SISI Standard 6 – Professional Growth, Development, &amp; Evaluation:</b> The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning. <b>While Professional Development relates to SISI Standard 6, the indicators below do not correspond directly to the SISI indicators.</b>	<b>Conditions for Reading Success #7:</b> Well-prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas.
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<b>PROFESSIONAL DEVELOPMENT Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>
6.1 adequate time and financial resources support professional development experiences.	
6.2 administrators demonstrate instructional leadership by participating in and supporting literacy professional development efforts.	
6.3 analysis of student work/performance, in relation to state standards, is a key facet of professional development.	

DATA SOURCES	DATA SOURCES	DATA SOURCES
<b>I&amp;I</b> - Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan

## Literacy PERKS : Professional Development

<b>PROFESSIONAL DEVELOPMENT Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>		
<p>6.4 the design of the professional staff development experiences is based on data that reflects school-wide and individual needs and relates to the aligned curriculum.</p>			
<p>6.5 includes an evaluation component, encouraging reflection, to determine accountability and effectiveness of implementation of literacy practices.</p>			
<p>6.6 Literacy Team Leaders/members ensure that the school's professional development is focused and intentional.</p>			
<p style="text-align: center;"><b>DATA SOURCES</b></p> <p><b>I&amp;I</b> -Implementation &amp; Impact Check Plans  <b>CI</b> - Curriculum and Instruction Documents  <b>OB</b> - Classroom &amp;/or Laboratory Observation  <b>PO</b> -Supply Requisitions &amp; Purchase Orders  <b>CP</b>-Sch./Dist. Comprehensive Improvement Plan  <b>TI</b> - Textbook and Other Instructional Materials</p>	<p style="text-align: center;"><b>DATA SOURCES</b></p> <p><b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview  <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas  <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans  <b>SE</b> - Student Evaluations of Teachers and Course</p>		<p style="text-align: center;"><b>DATA SOURCES</b></p> <p><b>PORT</b> - Portfolio Analysis  <b>CATS</b> - Assessment Results  <b>SW</b> - Student Work  <b>SYL</b> - Course Syllabi  <b>WEB</b> - School Websites  <b>LP</b> - Lesson Plans  <b>PSP</b> - Program Service Plan</p>

## Literacy PERKS : Professional Development

<b>PROFESSIONAL DEVELOPMENT Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>		
6.7 Literacy Team Leaders/members seek professional development through membership in professional organizations.			
6.8 Literacy Team Leaders/members facilitate and organize the school's literacy professional development.			
6.9 Literacy Team Leader reports to an administrator and the SBDM council on effectiveness of professional development as it meets students' needs.			
<b>DATA SOURCES</b> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>DATA SOURCES</b> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan	

## Literacy PERKS : Professional Development

<b>PROFESSIONAL DEVELOPMENT Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>		
6.10 professional development experiences are differentiated so that learning experiences build upon the teacher's current knowledge, skills, and interests as reflected in their Professional Growth Plan.			
6.11 professional development fulfills the KDE Professional Development Standards.			
6.12 practical application opportunities allow teachers to use professional literature, media, and technology resources to access further knowledge.			
<b>DATA SOURCES</b> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>DATA SOURCES</b> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan	

## Literacy PERKS : Professional Development

PROFESSIONAL DEVELOPMENT Indicators <i>Provide data that indicate the extent to which . . .</i>	SCHOOL DATA SOURCES
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6.13 teachers participate in professional development experiences to learn about multiple approaches for meeting individual student's literary needs (e.g. balanced literacy, differentiated instruction, multicultural /multilingual education practices, and equitable assessments.	
6.14 teachers use collaborative time for grade-level and/or content-area follow-up conversations about professional development sessions.	
6.15 a varied and full range of professional development experiences (e.g., workshops, action research, study groups, conferences, demonstration lessons), coupled with clear goals and objectives, are used to improve literacy instruction.	

DATA SOURCES	DATA SOURCES	DATA SOURCES
<b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan



## Literacy PERKS : Literacy Team

<b>SISI Standard 7 – Leadership:</b> School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity. <b>While <i>Literacy Team</i> relates to SISI Standard 7, the indicators below do not correspond directly to the SISI indicators.</b>	<b>Conditions for Reading Success (#8):</b> Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians
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LITERACY TEAM Indicator <i>Provide data that indicate the extent to which . . .</i>	SCHOOL DATA SOURCES
7.1 the SBDM council establishes a <b>policy</b> to form a Literacy Team and to monitor its work through committee reports to the Council.	
7.2 the SBDM council establishes a strong, 6-8 member Literacy Team that serves as an SBDM committee. The <b>team's composition</b> should represent the school's demographics. (A principal must serve on the Team. For additional members, select from among the following people: the school writing leader, a Library Media Specialist, an SBDM member, a student, a counselor, the school technology coordinator, a Title 1 coordinator, a Limited English Proficiency teacher, special education teachers who collaborate, and representatives from all grades or content areas.)	

DATA SOURCES	DATA SOURCES	DATA SOURCES
<b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan

<b>LITERACY TEAM Indicator</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>	<b>RESOURCES</b>
<p>7.3 the SBDM council selects the Literacy Team Leader based on the following criteria: the leader's knowledge, leadership capacity, ability to collaborate, interest, motivation, willingness to pursue further training, and commitment to providing consistent leadership over the <b>comprehensive school improvement plan</b>.</p>		
<p>7.4 the SBDM council leverages available resources to fund the Literacy Team Leader's position and allows for flexible scheduling of the Literacy Team Leader's time.</p>		
<p><b>DATA SOURCES</b>  <b>I&amp;I</b> -Implementation &amp; Impact Check Plans  <b>CI</b> - Curriculum and Instruction Documents  <b>OB</b> - Classroom &amp;/or Laboratory Observation  <b>PO</b> -Supply Requisitions &amp; Purchase Orders  <b>CP</b>-Sch./Dist. Comprehensive Improvement Plan  <b>TI</b> - Textbook and Other Instructional Materials</p>	<p><b>DATA SOURCES</b>  <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview  <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas  <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans  <b>SE</b> - Student Evaluations of Teachers and Course</p>	<p><b>DATA SOURCES</b>  <b>PORT</b> - Portfolio Analysis  <b>CATS</b> - Assessment Results  <b>SW</b> - Student Work  <b>SYL</b> - Course Syllabi  <b>WEB</b> - School Websites  <b>LP</b> - Lesson Plans  <b>PSP</b> - Program Service Plan</p>

## Literacy PERKS : Literacy Team

LITERACY TEAM Indicator Provide data that indicate the extent to which . . .	SCHOOL DATA SOURCES		
7.5 The SBDM council directs the Literacy Team through <b>policy</b> to <ul style="list-style-type: none"><li>• evaluate the current program using Literacy PERKS,</li><li>• analyze all test data, including disaggregating literacy scores by race, SES, disabilities, and gender - School Planning Kit.</li><li>• survey all stakeholders to gather more information,</li><li>• research effective literacy programs at similar schools,</li><li>• read professional texts,</li><li>• establish common beliefs about reading and writing,</li><li>• write, implement, and monitor a school-wide Literacy Plan,</li><li>• coordinate professional development and facilitate study groups,</li><li>• mentor teachers through collaborations, and</li><li>• model effective literacy instruction.</li></ul>			
<b>DATA SOURCES</b> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>DATA SOURCES</b> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan	

<b>LITERACY TEAM Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>	<b>RESOURCES</b>
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7.6 Literacy Team members' objectives are to develop a unified, balanced approach to literacy and to facilitate the school's goal of increasing the number of <b>proficient</b> readers and writers.		
7.7 the Literacy Team establishes a common planning time and meets regularly. The Team advertises meeting dates in advance, records and collects minutes, and makes minutes accessible for public review.		
7.8 the Literacy Team continues throughout the duration of school need.		

<b>DATA SOURCES</b> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>DATA SOURCES</b> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan
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## Literacy PERKS : Valuable Resources

<b>SISI Standard 8 – Organizational Structure and Resources:</b> The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance. <b>While <i>Valuable Resources</i> relates to SISI Standard 8, the indicators below do not correspond directly to the SISI indicators.</b>	<b>Conditions for Reading Success (#5):</b> Adequate time devoted directly to the teaching of reading.
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<b>VALUABLE RESOURCES Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>
8.1 <b>fiscal resources</b> (federal, state, local) are allocated to support high performance in literacy.	
8.2 human resources are allocated and organized to support high performance in literacy.	
8.3 Kentucky tools including the Teaching to Proficiency CD, Implementation Manual, Program of Studies, Core Content for Assessment, Transformations: A Curriculum Framework and Performance Level Descriptions are used.	

<b>DATA SOURCES</b>	<b>DATA SOURCES</b>	<b>DATA SOURCES</b>
<b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan

## Literacy PERKS : Valuable Resources

<b>VALUABLE RESOURCES Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>		
8.4 the Library Media Center has a variety of current and attractive reading materials.			
8.5 the master schedule reflects the belief that literacy is foundational to a successful life beyond school			
8.6 the SBDM has <b>policies</b> in place that ensure funding for literacy efforts is based on identified student needs.			
8.7 the school supports teachers in literacy grant writing.			
<b>DATA SOURCES</b> <b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>DATA SOURCES</b> <b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course		<b>DATA SOURCES</b> <b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan

## Literacy PERKS : Valuable Resources

<b>VALUABLE RESOURCES Indicators</b> <i>Provide data that indicate the extent to which . . .</i>	<b>SCHOOL DATA SOURCES</b>
8.8 the school uses <b>resources</b> (e.g., <b>ESS</b> , <b>FRYSC</b> , university personnel, technology, KY Virtual Library, Ky Virtual HS, Library Media Center) to maximize literacy efforts.	
8.9 Teachers have professional materials for study groups.	
8.10 Teachers have time set aside for the purpose of planning for literacy instruction both vertically and horizontally.	
8.11 <b>Uninterrupted</b> blocks of time are available for literacy and are used to maximize student learning.	

<b>DATA SOURCES</b>	<b>DATA SOURCES</b>	<b>DATA SOURCES</b>
<b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan

## Literacy PERKS : Literacy Plan

**SISI Standard 9 – Comprehensive and Effective Planning:** The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. **While *Literacy Plan* relates to SISI Standard 9, the indicators below do not correspond directly to the SISI indicators.**

<b>LITERACY PLAN Indicators</b> Provide data that indicate the extent to which the school's Literacy Plan . . .	<b>SCHOOL DATA SOURCES</b>
9.1 allocates resources in an equitable way based on student needs.	
9.2 identifies needed resources and person(s) responsible for the implementation of each activity.	
9.3 incorporates reading and writing goals.	

<b>DATA SOURCES</b>	<b>DATA SOURCES</b>	<b>DATA SOURCES</b>
<b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan



## Literacy PERKS : Literacy Plan

<b>LITERACY PLAN Indicators</b> Provide data that indicate the extent to which the school's Literacy Plan . . .	<b>SCHOOL DATA SOURCES</b>
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9.4 is developed with input from all stakeholders who are knowledgeable about the plan.	
9.5 is fully implemented.	
9.6 is reviewed and revised periodically using data from sources such as <b>Implementation and Impact checks</b> .	
9.7 uses resources (e.g. <b>ESS, FRYSC, university personnel, technology, KY Virtual Library, KY Virtual High School</b> ) to maximize literacy efforts.	

<b>DATA SOURCES</b>	<b>DATA SOURCES</b>	<b>DATA SOURCES</b>
<b>I&amp;I</b> -Implementation & Impact Check Plans <b>CI</b> - Curriculum and Instruction Documents <b>OB</b> - Classroom &/or Laboratory Observation <b>PO</b> -Supply Requisitions & Purchase Orders <b>CP</b> -Sch./Dist. Comprehensive Improvement Plan <b>TI</b> - Textbook and Other Instructional Materials	<b>INT- PR, T, P, S, C, O</b> - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview <b>DPT</b> - Departmental Meeting Notes, Minutes, Agendas <b>IEP, 504, ESS, G/T</b> - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans <b>SE</b> - Student Evaluations of Teachers and Course	<b>PORT</b> - Portfolio Analysis <b>CATS</b> - Assessment Results <b>SW</b> - Student Work <b>SYL</b> - Course Syllabi <b>WEB</b> - School Websites <b>LP</b> - Lesson Plans <b>PSP</b> - Program Service Plan